

# REVISION OF THE HUMAN RESOURCES DEVELOPMENT RECOMMENDATION, 1975 (N° 150)

First discussion  
Geneva, 2003

## PROPOSED CONCLUSIONS

**NOTE**

One of the concerns of the ILO is the use of language that may not imply unjustified discrimination between men and women. In Spanish, however, this raises problems of different kinds, about which consensus has not yet been reached.

In the Spanish original, therefore, the generic masculine was used in all cases, to avoid spelling overloading, on the understanding that all instances always represent both sexes.

## INTRODUCTION

The Fourth item on the Agenda of the 91st International Labour Conference held in Geneva on June, 2003, referred to Human resources training and development – Revision of the Human Resources Development Recommendation, 1975 (n. 150).

The Committee on Human Resources appointed to consider the Fourth item of the agenda prepared a report that was adopted by the International Labour Conference.

Having approved as general conclusions, with a view to the consultation of Governments, proposals for a Recommendation concerning human resources development and training, the 91st. International Labour Conference decided that an item entitled *Human resources development and training* shall be included in the agenda of its next ordinary session for second discussion with a view to the adoption of a Recommendation.

This reference document being presented to the 36th Technical Committee Meeting of Cinterfor/ILO presents the proposed conclusions of the Committee on Human Resources that were adopted by the 91st International Labour Conference.

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## PROPOSED CONCLUSIONS

### I. Form of the instrument

1. The International Labour Conference should adopt a new international instrument concerning human resources training and development.
2. The instrument should take the form of a Recommendation.

### II. Preamble

3. The instrument should contain a Preamble recognizing that education, training and lifelong learning contribute significantly to promoting the interests of people, enterprises, the economy and society as a whole, especially considering the critical challenge of attaining full employment, social inclusivity and sustained economic growth in the global economy.
4. The Preamble should call for renewed commitment of all partners to lifelong learning: by governments, investing to enhance education and training at all levels; by the private sector, training employees; and by individuals, making use of the opportunities.
5. The Preamble should recognize that education, training and lifelong learning are fundamental, but are by themselves insufficient to ensure sustainable economic and social development and should therefore be consistent and form an integral part of comprehensive economic, social and labour market policies and programmes.
6. The Preamble should also recognize the need for consistency between human resources development policy and other structural policies important for economic growth and employment creation, such as economic, social and fiscal policies.
7. The Preamble should recognize the need to assist the many developing countries to design, fund or implement modern education and training policies in order for them to attain development and economic growth.
8. The Preamble should recall that the realization of decent work for workers everywhere, in terms of both its quantity and quality, is a primary objective of the International Labour Organization.
9. The Preamble should note the rights and principles embodied in the relevant ILO instruments, in particular:
  - (a) the Human Resources Development Convention, 1975; the Employment Policy Convention and Recommendation, 1964; and the Paid Educational Leave Convention, 1974;
  - (b) the ILO Declaration on Fundamental Principles and Rights at Work;
  - (c) the Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy;
  - (d) the Conclusions concerning human resources training and development, adopted at the 88th Session (2000) of the International Labour Conference.

### III. Objective, scope and definitions

10. The instrument should recommend that Members formulate, apply and review national human resources development and education and training policies, which are consistent with and complementary to other economic and social policies, based on social dialogue and reflect the different roles of government and the social partners.
11. The instrument should recognize that the realization of lifelong learning is based on the explicit commitment by governments to invest in enhancing education and training at all levels; by the private sector in training employees; and by individuals in developing their own abilities and careers.
12. The instrument should provide that the term “lifelong learning” encompasses all learning activities undertaken throughout life for the development of competencies and qualifications, which are defined as follows: “competencies” means the knowledge, skills and know-how applied and mastered in a specific context; “qualifications” means a formal expression of the vocational or professional abilities of the worker, which are recognized at international, national or sectoral level.
13. The instrument should encourage Members to identify human resources training and development policies which:
  - (a) facilitate lifelong learning and employability; for the purpose of the instrument the term “employability” means portable competencies and qualifications that enhance an individual’s capacity to make use of the opportunities available in order to secure and retain decent work, progress within the enterprise and between jobs and cope with changes in technology and labour market conditions. Employability should be part of a range of policy measures designed to achieve quality and safe jobs, as well as sustainable economic and social development;
  - (b) give equal consideration to economic and social objectives, emphasize sustainable economic development in the context of the globalizing economy and the knowledge -and skills-based society, as well as development of competencies, decent work, job retention, social development, social inclusion and poverty reduction;
  - (c) stress the importance of innovation, competitiveness, productivity and growth of the economy, as well as decent job creation and the employability of people, considering that innovation creates new employment opportunities and also requires new approaches to education and training in order to meet demand for new skills;
  - (d) address the challenge of transforming activities in the informal economy into decent work fully integrated into mainstream economic life. Programmes and policies should be developed aimed at creating decent jobs and opportunities for education, skill-building and training, as well as validating prior learning and skills gained in order to help workers and employers move into the formal economy;
  - (e) promote and sustain public and private investment in the infrastructure needed for the use of information and communication technology in education and training, in hardware and software for training purposes, as well as in the training of teachers and trainers, and making use of local, national and international collaborative networks;
  - (f) address and reduce inequalities in the participation of adults in education and training.
14. The instrument should encourage Members to:
  - (a) recognize that education and training are a right for all and, in cooperation with the social partners, work towards ensuring access for all to lifelong learning;
  - (b) define, with the involvement of the social partners, a national strategy for education;

- (c) define, with the involvement of the social partners, a national strategy, as well as establish a guiding framework, for training policies at different levels (national, regional, local, sectoral, enterprise) which promote social dialogue;
- (d) align human resources and training policies with policies and strategies aimed at creating economic growth and employment opportunities (for example, through economic, fiscal and social policies);
- (e) create a general economic environment and incentives conducive to encouraging enterprises to invest in education and training and individuals to develop their own abilities and careers, and enable and motivate them to participate in education and training programmes;
- (f) facilitate the development of an appropriate training delivery system consistent with national conditions and practices;
- (g) assume the primary responsibility for investing in education and pre-employment training, recognizing that qualified teachers and trainers working under decent conditions are of fundamental importance in providing quality education to assist children and adults reach high standards in academic and vocational competencies;
- (h) enhance other forms of training;
- (i) establish a national qualifications framework to facilitate lifelong learning, assist enterprises and employment agencies to match skill demand with supply, guide individuals in their choice of training and career and facilitate the recognition of prior learning and previously acquired skills, competencies and experience. This framework should be responsive to changing technologies and trends in the labour market and leave room for regional and local differences without losing transparency at the national level;
- (j) strengthen social dialogue on training at different levels (international, national, regional, local, sectoral, enterprise);
- (k) promote equal opportunities for women and men in education and training;
- (l) promote access to education and training for people with special needs, notably youth, people with disabilities, migrants, older workers and the socially excluded, as well as workers in small and medium-sized enterprises, in the informal economy, in the rural sector and in self-employment. The identification of the groups should be made at the national level;
- (m) provide support to the social partners to enable them to participate in the institutions of social dialogue;
- (n) provide for supportive social and other policies to enable all persons to take up training and development.

#### **IV. Development and implementation of education and training policies**

15. The instrument should encourage Members to establish and maintain a coordinated education and training system with a commitment to make further improvements, within the concept of lifelong learning. This should take into account the primary responsibility of government for education and pre-employment training (including compulsory basic education which incorporates basic knowledge, literacy and numeracy skills and includes appropriate use of information and communication technology), training of the unemployed and the role of the social partners in further training.
16. The instrument should encourage the enhancement of social dialogue on training as a basic principle for systems development, programme relevance, quality and cost-effectiveness.
17. The instrument should provide for investment in education and training to take into account benchmarks as a point of orientation for comparable countries, regions and sectors.

## **V. Education and pre-employment training**

**18.** The instrument should encourage Members to:

- (a) recognize their responsibility for education and pre-employment training and improve access for all to enhance employability and to prevent social exclusion;
- (b) develop approaches to non-formal education and training, especially for adults who were denied education and training opportunities when young;
- (c) make use of new information and communication technology in learning and training, to the extent possible;
- (d) ensure provision of vocational, labour market and career information and guidance and employment counselling, supplemented by information on the rights and obligations of all concerned under labour-related laws and other forms of labour regulation;
- (e) ensure that education and pre-employment training programmes are relevant and that their quality is maintained;
- (f) ensure that vocational education and training systems are developed and strengthened so as to provide appropriate opportunities for the development and certification of skills relevant to the labour market.

## **VI. Development of skills and competencies of employed and unemployed workers**

**19.** The instrument should encourage Members to:

- (a) further the ongoing identification of trends in the skills needed by individuals, enterprises, the economy and society as a whole, with the involvement of the social partners;
- (b) recognize workplace learning, including formal and informal learning, and work experience;
- (c) support initiatives by the social partners in the field of training in bipartite dialogue, including collective bargaining;
- (d) consider undertaking tripartite dialogue on training at various levels of government;
- (e) recognize the role of the social partners, enterprises and workers in contributing to training and provide positive measures to stimulate investment and participation in training, and assume primary responsibility for the training of the unemployed;
- (f) promote the expansion of workplace-based learning and training, utilizing high-performance work practices and on- and off-the-job training, with public and private training providers, and making greater use of information and communication technology, and encourage the use of new forms of learning with appropriate social policies and measures to facilitate participation in training;
- (g) urge private and public employers to model best practices in human resources development;
- (h) develop equal opportunity strategies, measures and programmes to promote and implement training for women, specific groups, economic sectors and people with special needs, with the objective of reducing inequalities;
- (i) promote equal opportunities for, and access to, career guidance and skill upgrading for all workers, as well as support for retraining employees whose jobs are at risk;
- (j) call upon multinational enterprises to provide relevant training for all levels of their employ-



ees in home and host countries in order to meet the needs of the enterprises and to contribute to the development of the country;

- (k) promote the development of training policies for their own employees. These policies should recognize the role of the social partners in the public sector as well as provide equitable training opportunities to all workers.

## **VII. Framework for recognition and certification of skills**

20. The instrument should encourage Members to promote:

- (a) the development and implementation, with the social partners, of a transparent mechanism for the assessment, certification and recognition of skills and credentials, including the accreditation and validation of prior learning and previous experience, irrespective of the countries where they were acquired and whether acquired formally or informally, and using a national qualifications framework. This framework should include a credible system of certification which will ensure that skills are portable and recognized across enterprises, sectors, industries and educational institutions. The assessment methodology should be fair, linked to standards and non-discriminatory;
- (b) an appropriate national framework and the financing of the mechanism for recognition and certification of skills, in consultation with the social partners. Special provisions should be designed for migrant workers in order to ensure recognition and certification of competencies and qualifications. The certification should be transparent for the labour market.

## **VIII. Training for decent work and social inclusion**

21. The instrument should encourage Members to recognize:

- (a) the primary role of government for the training of the unemployed, those seeking to enter or re-enter the labour market and people with special needs, in order to develop and enhance their employability in securing decent work in the private and public sectors through, inter alia, incentives and assistance;
  - (b) the role of the social partners to support, through human resources development policies and other measures, the integration of the unemployed and people with special needs in jobs;
  - (c) the involvement of the social partners, local authorities and communities in implementing programmes for people with special needs.
22. The instrument should promote the countering of the social exclusion of people with special needs by paying special attention to their access to lifelong learning possibilities and programmes which assist them to secure decent work.

## **IX. Training providers**

- 23. The instrument should encourage Members to promote, in cooperation with the social partners, diversity of training provision, in order to meet the different needs of individuals and enterprises and to ensure high-quality standards, recognition and transferability of competencies and qualifications within a national quality assurance framework.
- 24. The instrument should encourage Members to:
  - (a) develop a framework for the certification of qualifications of training providers;
  - (b) identify the roles of government and the social partners in promoting the expansion and diversification of training;

- (c) include quality assurance in the public system and promote the development of quality assurance within the private training market, evaluating the outcomes of education and training;
- (d) develop quality standards for trainers and create the opportunities for trainers to meet these standards.

## **X. Research and training support services in human resources development, lifelong learning and training**

25. The instrument should encourage Members to promote and facilitate the development of their own capacity, as well as assisting in developing that of the social partners, to analyse trends in labour markets and human resources training and development.
26. The instrument should provide that Members:
  - (a) collect information on educational levels, qualifications, training activities, and employment and incomes, disaggregated by gender and age, especially when organizing regular surveys of the population, so that trends can be established and comparative analysis undertaken to inform policy;
  - (b) establish databases and quantitative and qualitative indicators, including by gender and age, on the national training system and gather data on training in the private sector taking into account the impact of data collection on enterprises;
  - (c) collect information on skills, competencies and emerging trends in the labour market from a variety of sources, including longitudinal studies, not confined to traditional occupational classifications.
27. The instrument should encourage Members to:
  - (a) assure and facilitate throughout life participation in and access to vocational and career information and guidance, job placement services and job search techniques, as well as access to education, training and active labour market programmes, employability development and skills recognition services;
  - (b) promote and facilitate the use of information and communication technology as well as traditional best practices in information and guidance services;
  - (c) identify, in consultation with the social partners, the roles and responsibilities with respect to career information and guidance, employment services, training providers and other relevant service providers;
  - (d) provide information and guidance on entrepreneurship, promote entrepreneurial skills and promote awareness among educators and trainers on the important role of enterprises, among others, in creating growth and decent jobs.
28. The instrument should encourage Members, in consultation with the social partners, to support and facilitate research on human resources development, learning and training, taking into account the impact of data collection on enterprises, including through:
  - (a) learning and training methodologies, including the use of information and communication technology in training;
  - (b) skills recognition and qualifications frameworks;
  - (c) human resources training and development policies, strategies and frameworks;
  - (d) investment in training, and the effectiveness and impact of training;
  - (e) identifying, measuring and forecasting the trends in supply and demand for skills, competencies and qualifications in the labour market;

- (f) identifying and overcoming gender bias in skills assessment;
- (g) using the information obtained through research to guide programme planning and implementation.

## **XI. International and technical cooperation**

- 29.** The instrument should provide guidance on international and technical cooperation in human resources training and development in order to:
- (a) promote greater opportunities for women and men to obtain decent work;
  - (b) promote national capacity building to reform and develop training policies and programmes, including developing the capacity for social dialogue and partnership building in training;
  - (c) promote the development of entrepreneurship and decent employment and share experiences on international best practice models;
  - (d) strengthen the capacity of the social partners to contribute to dynamic lifelong learning policies, in particular in relation to the new dimensions of regional economic integration, migration and the emerging multicultural society;
  - (e) promote national, bilateral and regional recognition and transferability of skills, competencies and qualifications;
  - (f) increase technical and financial assistance for less advanced countries and promote, at the level of the international financial institutions and funding agencies, coherent policies and programmes that place education, training and lifelong learning at the centre of development policies;
  - (g) promote technical cooperation between and among governments, the social partners, the private sector and international organizations on all other issues and strategies encompassed in this instrument.

